DOCUMENT RESUME

ED 329 598 TM 016 776

TITLE	Measuring Progress toward the National Education Goals: Potential Indicators and Measurement Strategies. Discussion Document.
INSTITUTION	National Education Goals Panel, Washington, DC.
PUB DATE	25 Mar 91
NOTE	48p.; The address of the panel is: National Education Goals Panel, 1850 M. St., NW, Suite 270, Washington, DC 20036 (202) 632-0952.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Educational Assessment; Educational Improvement; *Educational Objectives; Educational Quality; Elementary Secondary Education; *Measurement Techniques; *National Programs
IDENTIFIERS	America 2000; *Educational Indicators; *National Education Goals 1990; National Education Goals Panel

ABSTRACT

For six national education goals, the major objectives, significant issues and questions concerning measuring/monitoring the nation's/states' progress toward meeting these goals, a list of resource group membership, and an abstract of resource group interim reports are provided. The National Education Goals Panel--six governors, four members of the President's administration, and four members of Congress--enlisted the aid of six resource groups of educators, business people, and technical experts in identifying: which indicators best measure progress toward each goal, data for the panel's first annual progress report, and the content of future progress reports. The six goals state that by the year 2000: (1) all children in America will start school ready to learn; (2) the high school graduation rate will increase to at least 90%; (3) American students will leave grades 4, 8, and 12 having shown competency in challenging subject matter including English, mathematics, science, history, and geography, and every American school will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in the modern economy; (4) students in the United States will be first in the world in science and mathematics achievement; (5) every adult American will be literate and will have the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and (6) every American school will be free of drugs and violence and will offer a disciplined environment conducive to learning. Instructions and a form for submitting public testimony for panel consideration are included. One appendix presents sample questions concerning state systemic reform policies. (RLC)

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NATIONAL EDUCATION GOALS PANEL

MEASURING PROGRESS TOWARD THE NATIONAL EDUCATION GOALS:

POTENTIAL INDICATORS AND MEASUREMENT STRATEGIES

DISCUSSION DOCUMENT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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MARCH 25, 1991

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NATIONAL EDUCATION GOALS PANEL

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NATIONAL EDUCATION GOALS PANEL

March 25, 1991

Dear Friends of Education:

Last year the President and the Nation's Governors adopted an historic set of six national education goals. We believe that the goals provide a common framework and vision for educational reform and focus the Nation's commitment to new heights of education performance by students of all ages. Our aim is both to promote higher levels of individual student achievement and, collectively, to build a globally competitive American workforce.

The goals are clearly ambitious. In our judgment, however, the goals accurately define what our reach must be to achieve the educational progress that is required to secure our future.

The goals reflect a commitment of the Nation's policymakers to make education a priority in each of our States and in the Nation. Our willingness to be held accountable for how we meet this commitment was a central focus of the Charlottesville summit. That focus continues today.

The first step in keeping this pledge of accountability was the creation of a mechanism to monitor the Nation's and States' progress towards meeting the goals. Last July, the National Education Goals Panel was created for this purpose. The Panel is composed of six Governors, four members of the President's Administration, and the four majority and minority leaders of the United States Senate and House of Representatives.

The Panel's job is to oversee the development and implementation of a national education progress reporting system. Beginning in September, 1991, the Panel is charged with issuing an annual report to the Nation on progress towards achieving the National Education Goals. We want these reports to offer the public the best available information on the status of national and State efforts to improve educational performance. More importantly, we believe that the establishment of a constructive assessment system for measuring student achievement will be a powerful force for improving our educational system and the performance of all students.

In an effort to take advantage of the expertise that exists in the country on assessment and on education reform, the Panel established six Resource Groups. The groups are charged with developing policy options for the Panel.

1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

These individuals, listed later in this document, worked diligently and thoughtfully to develop ideas and recommendations for review and comment by the Panel and by the American public. This discussion document represents the fruits of their labors. We are grateful to them for their significant effort and contributions.

Before the Panel makes final decisions regarding the format of the September, 1991, and future reports, we are eager to receive the advice and counsel of citizens, professionals, and organizations across the country. To accomplish this, a series of regional forums will be held to seek public reaction to the proposals and ideas contained in this discussion document. We also solicit written comments.

The regional forums will be open, public meetings held during the months of April and May. I will be hosting the first forum in Denver, Colorado on April 12. Other anticipated host States will include Arkansas, Iowa, Maine, Maryland, Ohio, South Carolina, and Washington. Plans for these forums are currently being finalized. Final dates and locations will be available by writing the National Education Goals Panel at the address below.

Individuals and organizations are encouraged to submit written comments or testimony directly to the National Education Goals Panel. We ask that these written comments be submitted on the Public Testimony Form found at the end of this document. Written comments may be sent to:

National Education Goals Panel
Written Public Testimony
1850 M Street, NW, Suite 270
Washington, DC, 20036

The Panel will meet on June 3 to consider the information and data sources to be included in the September, 1991 report. Your written comments must be received by May 12 to allow time for their incorporation into the summary options paper to be prepared for the Panel's June 3 meeting.

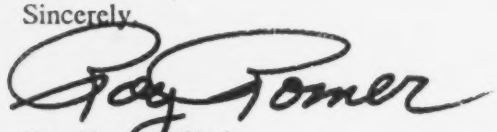
Measurement of the Nation's progress toward the goals only has value if it motivates individuals, communities, States, and the Nation to seek higher levels of educational achievement. Our aim is to spur these efforts by providing an honest mirror of the levels of achievement existing in American education among learners of all ages and to select educational performance indicators and benchmarks that will encourage and drive reform.

Current data indicate that the Nation is performing less well than we would like, less well than the Nation's future requires, and less well than our children deserve. It is the intent of the Panel to lay the foundation for collective efforts to raise both our expectations and achievement.

1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

Your assistance in helping this reporting process achieve its desired end is critical. We need and appreciate your interest and ideas. Together, we can sustain a commitment through the century and beyond to attain the excellence we want for our Nation and for our children.

Sincerely,



Roy Romer, Chair
National Education Goals Panel, and
Governor of Colorado

For the NATIONAL EDUCATION GOALS PANEL:

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John Ashcroft, Governor of Missouri
Evan Bayh, Governor of Indiana
Terry E. Branstad, Governor of Iowa
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Roy Romer, Governor of Colorado, Chair

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(202) 632-0952 FAX (202) 632-0957

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INTRODUCTION

In 1990 the President and Governors of the United States agreed upon the six National Education Goals. Their purpose was to help improve the quality of education by setting high standards and focusing attention on how well our society is able to achieve them. The National Education Goals Panel, composed of six Governors, four members of the President's Administration, and four members of the United States Congress, was created to report on the Nation's and States' progress towards meeting those goals.

Resource Group Reports

The Panel asked six Resource Groups of nationally recognized educators, business people and technical experts to help them identify what indicators would best measure progress towards each of the six goals. These Resource Groups were assigned two principal tasks:

- To identify what data are available to report upon in the first annual Progress Report (September 1991); and

- To suggest a vision, unconstrained by the limitations of current data, of what would be desirable and needed for Progress Reports in the future.

The Resource Groups met from January through March of 1991 to discuss these issues. Their ideas were transmitted to the Panel at its meeting on March 25. This Discussion Document includes abstracts of the product of the Resource Groups' efforts. Their full reports are available upon request in the Compendium of Resource Group Interim Reports.

The Discussion Document has separate sections for each of the six National Education Goals. In each, the goal and associated objectives are listed, followed by a list of significant issues and questions related to measuring progress, the membership of the Resource Groups convened to address these issues and an abstract of the group's report.

Outreach for Public Comment: Regional Forums and Written Testimony

The Panel seeks broad public discussion and comment on how best to measure progress in achieving the goals. During April and May of 1991, Panel members will participate in a series of regional forums and national dialogues and will accept written testimony until May 12th. At the end of this document is a form that may be used to express comments for the Panel's consideration. The Panel welcomes written testimony but asks that it be submitted with a completed Public Testimony Form as a cover sheet.

Public comments, from the forums and written testimony, will be summarized and shared both with the Resource Groups before they complete their final reports in May and with the Panel. Summaries of this public testimony will be synthesized into an options document that will guide the Panel's deliberations on the indicators and reporting formats to be used in the September 1991 and future Progress Reports.

READINESS FOR SCHOOL

Goal and Objectives

GOAL 1: **By the year 2000, all children in America will start school ready to learn.**

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

Significant Issues and Questions in Measuring Progress

Issue 1: Defining Readiness

1. How should "readiness for school" be defined? For example, what role should children's social maturity, physical health, cognitive skills, and knowledge levels play in the definition?

Issue 2: Measuring Readiness

1. What kinds of outcome measures should be used to assess readiness for school in the September 1991 Progress Report and in the longer term?

2. To what extent should we collect information on readiness for school directly from students? How much should we rely on the assessments of parents, teachers, and others?

3. In measuring readiness for school, should data be collected from representative samples of students or from all students?

4. When should data on student readiness for school be collected and reported? For example, should readiness data be collected once or at several points, such as prior to school entry, at school entry, and during a child's first school year?

Issue 3: The Use of Readiness Data

1. How can information about student readiness for school be used to improve child development? For example, should readiness information on individual students be available to, and used by, parents and teachers?

Issue 4: Promoting Readiness

1. Should information about the availability and quality of preschool programs be regularly collected? How might this information be reported and used?

2. Should information about parenting activities and children's home environments be regularly collected? How might this information be reported?

3. Should measures of children's health be used as indicators of readiness for school?

Resource Group Membership

In early 1991, a Resource Group on School Readiness was convened by the Panel to recommend indicators and strategies for measuring progress toward achieving this goal. Members of the group are as follows:

Ernest L. Boyer	The Carnegie Foundation for the Advancement of Teaching, Princeton, New Jersey (convener)
James P. Comer	Yale University, New Haven, Connecticut
Donna Foglia	Evergreen School District, San Jose, California
Sharon Lynn Kagan	Yale University, New Haven, Connecticut
Samuel Meisels	University of Michigan, Ann Arbor, Michigan
Lucile F. Newman	Brown University, Providence, Rhode Island
Doug Powell	Purdue University, Lafayette, Indiana
James Wilsford	Orangeburg School District, Orangeburg, South Carolina
Nick Zill	Child Trends, Inc., Washington, D.C.

The Panel and the Goal 1 Resource Group welcome your reactions to the Interim Report on School Readiness.

Resource Group Interim Report Abstract

Introduction

Members of Resource Group 1 discussed approaches for measuring school readiness that would expand, rather than restrict, the opportunities of children. They reject the notions of linking student readiness evaluations to school entry or to label and track young children. Rather, their proposed system of short- and long-term indicators is designed to raise public awareness, monitor State and national progress, and guide positive action to improve educational prospects for all children. The group defines five dimensions of readiness: physical well-being, emotional maturity, social confidence, language richness, and general knowledge. They propose gathering data about each of these conditions both directly (i.e., from the child) and indirectly (i.e., from other parties, such as parents and teachers). In addition, data relating to children's health, home, and preschool experience would be collected. The data would be gathered and reported for three times: before school, at school entrance, and during the kindergarten year.

First Annual Progress Report (September 1991)

For the September 1991 Progress Report, the Goal 1 Resource Group recommends the publication of "before school" readiness measures in three areas: child health and nutrition, home and parenting conditions, and preschool programs.

In the area of child health and nutrition, the group recommends consideration of the following specific data:

1. *Data on Birth Weight and the Timing of Prenatal Care.* Such data, derived from birth certificates, are collected annually from States by the Division of Vital Statistics (Department of Health and Human Services) and are available both nationally and by state.

2. *Data on the Nutritional Status of Children.* The Resource Group recommends the Nationwide Food Consumption Survey, Continuing Survey of Food Intakes by Individuals (U.S. Department of Agriculture) as the best source of data on this topic. This annual survey asks mothers to report on their children's diet. It yields national but not State-level data. The Resource Group would like the survey to include questions on hunger in future years and also notes that the sample should be enlarged if State-by-State data are desired.

3. *Data on Children's Access to Health Care.* National data on this topic are available annually from the National Health Interview Survey administered by the National Center of Health Statistics. State data from this survey are currently unavailable due to sample size limitations. National (but not State) data on children's health and nutritional status will become available in 1992 and again in 1995 from the National Health and Nutrition Examination Survey (HANES) conducted by the National Center for Health Statistics.

In the area of home and parenting conditions, the group recommends consideration of the following specific data:

1. *Parental Age and Education.* Information of this type is available from the Division of Vital Statistics on both a national and a State-by-State basis.

2. *Home Activities.* The National Household Education Survey (sponsored by the Education Department's National Center for Education Statistics) is a new national survey that asks about parenting activities such as reading, museum visiting, and television watching. The survey should be expanded in future years to include home visits for measuring the developmental environments of 3- to 6-year-olds. It should also ask additional questions about parent education. The survey cannot currently provide State-level information.

In the area of preschool programs, the group recommends consideration of the following specific data:

1. *Preschool Program Participation of Low-Income and Disabled Children.* The School Enrollment Supplement to the Census Bureau's Current Population Survey can be analyzed to generate national (but not State) data on the proportion of low-income children participating in preschool programs. National and State estimates of proportions of disabled children participating in preschool programs can be obtained through analysis of data from the U.S. Department of Education's special education program office.

2. *Preschool Program Quality.* Limited national and State-level information on the quality of Head Start programs can currently be obtained from the Program Information Report Questionnaire. This survey should be enhanced in future years to provide more information about program quality.

Future Annual Progress Reports

The Goal 1 Resource Group recommends the creation of the following three new national data systems for assessing children's readiness at the time of school entry and during their first school year:

1. A National School Entry Form. The Resource Group recommends that a National School Entry Form be developed by 1993. Parents or guardians would be asked to supply information about their children's health, language or languages spoken, household and family life, and preschool experiences. A common core of items would be used for purposes of State and national assessment, with individual schools and districts tailoring the balance of the form to their own needs and circumstances.

2. A National Health Screening Form. The Resource Group recommends that a comprehensive health examination covering items such as vision, hearing, immunization, and special disabilities be administered by a school nurse or physician's assistant to children entering school. The data would be used both for individual referrals and to generate national and State-by-State reports on the health of the incoming student population.

3. A National In-School Assessment Profile. The Resource Group recommends that a national sampling of kindergarten students be assessed annually. The assessment would occur at different intervals in the kindergarten year and consist of the following four interlocking parts:

- An individually administered child development profile to produce valid and reliable measures of student readiness along the five readiness dimensions (physical well-being, emotional maturity, social confidence, language richness, and general knowledge) identified earlier. Results from the profile would be suitable for State and national reporting purposes.

- Parents' reports consisting of assessments of their children's readiness along each of the five readiness dimensions.

- Teacher observations of student performance along each of the five readiness dimensions. The observations would be recorded in narrative fashion.

- Performance portfolios of student work samples during the year.

HIGH SCHOOL COMPLETION

Goal and Objectives

GOAL 2: **By the year 2000, the high school graduation rate will increase to at least 90 percent.**

Objectives:

- The nation must dramatically reduce its dropout rate, and seventy-five percent of those students who do drop out will successfully complete a high school degree or its equivalent.

- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Significant Issues and Questions in Measuring Progress

Issue 1: Defining and Measuring High School Graduation and Dropout Rates

1. How should the terms "high school graduate" and "dropout" be defined? For example, should Graduate Educational Development (GED) certificants be counted as high school graduates, as dropouts, or as both? Should holders of "certificates of attendance" be counted as high school graduates?

2. How should special education students be counted in reporting high school graduation and dropout rates?

3. Should information on graduation or dropout rates, or both, be reported in more than one way? For example, should there be separate graduation rate statistics on the percentage of high school graduates at age 18 and ages 19–24, or on the percentage of dropouts at different grade levels?

Issue 2: Reporting on the Gap in Graduation Rates

1. How should data on the high school graduation rates of students from minority backgrounds be reported? What specific groups should be included? Should other data on the characteristics of minority group members be collected and reported in conjunction with their graduation rates?

Issue 3: Creating a National Student Record System

1. Should a nationwide system of student records be created to measure high school graduation and dropout rates? Is the development of such a system feasible? What information might be contained in such a system? What are the principal concerns about its creation?

2. In the absence of a national student record system, what alternative national and State data for measuring high school graduates and dropouts should be relied upon?

Resource Group Membership

In early 1991, a Resource Group on School Completion was convened by the Panel to recommend indicators and strategies for measuring progress toward achieving this goal. Members of the group are as follows:

Edmond Gordon	Yale University, New Haven, Connecticut (convener)
Janet Baldwin	GED Testing Service, Washington, D.C.
Eve Bither	Maine Department of Education, Augusta, Maine
José Cardenas	The Intercultural Development Research Association, San Antonio, Texas
Noreen Lopez	Illinois State Board of Education, Springfield, Illinois
Steve Nielson	U.S. West Corp., Seattle, Washington
Aaron Pallas	Michigan State University, East Lansing, Michigan
Rafael Valdivieso	Hispanic Policy Development Project, Washington, D.C.
Richard Wallace	Pittsburgh Public Schools, Pittsburgh, Pennsylvania

The Panel and the Goal 2 Resource Group welcome your reactions to the Interim Report on School Completion.

Resource Group Interim Report Abstract

Introduction

The Resource Group on Goal 2 understands the various national education goals to be interrelated. They particularly welcome the development of improved ways of measuring student achievement (Goal 3), which may eventually supersede the current need to rely on the indicator of school completion for measuring educational system progress. The group considers it imperative to report comprehensively on the performance of racial and ethnic minority groups in relation to this goal as well as the factors associated with these performance levels. And they advocate the long-term development of a national student data reporting system to provide useful information "... not only to the President and the Governors, but also to schools and school districts, to help them in their day-to-day work with students...".

First Annual Progress Report (September 1991)

The Resource Group recommended that the following measures be used in the September 1991 report:

A. National Data

1. The Proportion of 19- and 20-Year-Olds and 24- and 25-Year-Olds Who Have a High School Credential (Including a GED). Such data would come from self-reports through the Census Bureau's annual Current Population Survey (CPS). The survey includes both public and private school students and, since 1988, can report on students receiving their high school credential, through a GED equivalency exam.

2. The Proportion of 19- and 20-Year-Old and 24- and 25-Year-Old School Completers by Racial/Ethnic Background. Proportions of whites, blacks, and Hispanics should be shown in separate, mutually exclusive categories. The data would again come from the CPS. The group also recommends that data from High School and Beyond (HS&B), and the National Educational Longitudinal Study (NELS:88) be used to monitor known precursors to dropping out (poverty, single-parent families, limited English proficiency, and lack of success in school) by the five major racial/ethnic groups (white, black, Hispanic, Asian, and American Indian).

3. "Event" Dropout Rates For 10th-to-12th Graders Ages 15-24. These are one of three dropout rates for which nationally representative data are available. It should be used as a measure of the proportion of students dropping out in a single year. The group recommends it over alternative indicators because of its compatibility with the way most school districts calculate their dropout information.

4. *Cohort Dropout Rates For 8th to 10th Grade (1980 and 1988 Sophomore Data from NELS) and 10th to 12th Grade (Data from HS&B).* Such data would serve as a baseline for comparison with future longitudinal studies.

5. *Dropouts Who Go On To Complete High School.* This should be measured in one of two ways, either:

a. The proportion of 1980 sophomores who dropped out but finished by 1986 (both data coming from HS&B); or

b. The number of GEDs issued to 17-to-24-year-olds as a proportion of the number of dropouts (from GED data of the American Council on Education) to the number of dropouts from CPS.

The Resource Group also considered but does not recommend using the number of high school graduates as a percent of ninth grade students four years previously [both available in NCES' Common Core of Data (CCD)], because these numbers do not include private schools and cannot be broken out by race or ethnicity.

B. State Data

The national data sets recommended for consideration by the Resource Group are not currently available by State; therefore, the Resource Group recommends the following three measures encompassing public school students only for reporting State-level school completion and dropout data in 1991:

1. *State-by-State Data on School Completion.* These data would be derived by separately calculating (and reporting) the number of recipients of regular diplomas, other diplomas, attendance certificates, and GED equivalency certificates, divided by the number of ninth graders in membership 4 years earlier. The data would come from NCES' CCD collection. The group notes that while this methodology is not universally supported, the resulting rates give the only reasonably standardized current estimate of graduation rates for each State.

2. *State-Reported Graduation Data by Race and Ethnicity.* Because such data are currently unavailable from any national source, the group recommends that States be asked to provide such information, to the extent that it is available.

3. *State-Reported Dropout Data.* Again, a new survey is recommended to provide such data in 1991.

Future Annual Progress Reports

The Resource Group recommends both interim and long-term improvements to data systems on school completers and dropouts:

A. Interim Improvements

Over the next few years, the Resource Group recommends several improvements to the CPS and the CCD, the two major sources of currently available data on school completion. They suggest the following specific improvements:

- Oversample minorities within CPS;
- Clarify CPS education items and definitions (to resemble CCD);
- Check the validity of householders' self-reports in CPS;
- Assess the CPS undercount of poor and minority households;
- Encourage State use of standard definitions of the terms "graduates," "dropouts," and "students" in the CCD.

B. Long-Term System Improvements

For the long term, the Resource Group recommends that a national student data reporting system be developed. One of its purposes would be to enable school staff to make better decisions about matching students to courses, educational programs, and social or health services. It could also provide teachers and administrators with an early warning system on likely future dropouts, and, therefore, make such occurrences less likely. This new student data system, while national in scope, must also respect the diversity of State and local systems. It must produce timely, reliable, and valid information, be sensitive to issues of State and local data burden, and be readily used and acted upon by local and school building personnel.

The Resource Group specifically recommends that this system include a brief set of core data (such as grade levels and enrollment status) which would be aggregated for State and national purposes (using common student identification numbers) and would be elaborated upon locally for building level use. They estimate that it would take approximately 5 years for developing such a system.

STUDENT ACHIEVEMENT AND CITIZENSHIP

Goal and Objectives

GOAL 3: **By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.**

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Significant Issues and Questions in Measuring Progress

Issue 1: Student Performance Standards

1. How should student performance standards be set for measuring progress toward this goal? To what extent should these standards be National?

Issue 2: Student Examinations

1. Should new student examinations be developed that inform students, parents, teachers, and schools about student performance levels relative to National Goal 3? How can these examinations be linked to common performance standards?

2. How might new student examinations differ from current standardized tests? For example, should teachers be able to "teach to" these exams? Should students be able to study for them?

Issue 3: Measuring and Monitoring Student Achievement

1. Should the National Assessment of Educational Progress (NAEP) be used to report on student achievement in the September 1991 Progress Report? To what extent should NAEP be used in future Progress Reports? Should NAEP be expanded to routinely provide State-level assessments of student achievement?

2. What other indicators should be reported on student achievement both in 1991 and in the future? In particular, should SAT/ACT scores be reported? Scores on advanced placement tests? International student achievement comparisons?

Issue 4: Data Collection on Citizenship, Community Service, and Personal Responsibility

1. Should data on student activities promoting citizenship, community service, and personal responsibility be included in the 1991 Progress Report and in the longer term? If so, how should such information be collected and reported?

Issue 5: Additional State Data Collections

1. Should additional information related to improving student achievement be collected from the States? If so, what kinds of information should be gathered and how should it be reported?

Resource Group Membership

In early 1991, a Resource Group on Student Achievement was convened by the Panel to recommend indicators and strategies for measuring progress toward achieving this goal. Members of the group are as follows:

Lauren Resnick	University of Pittsburgh, Pittsburgh, Pennsylvania (convener)
Gordon Ambach	Council of Chief State School Officers, Washington, D.C.
Chester E. Finn, Jr.	Vanderbilt University Educational Excellence Network, Washington, D.C.
Asa Hilliard	Georgia State University, Atlanta, Georgia
David Hornbeck	Independent Education Consultant, Baltimore, Maryland
Richard P. Mills	Vermont State Department of Education, Montpelier, Vermont
Thomas W. Payzant	San Diego City Schools, San Diego, California
Claire Pelton	San Jose Unified School District, San Jose, California
Terry K. Peterson	South Carolina Business Education Committee, Columbia, South Carolina
Marshall S. Smith	Stanford University, Stanford, California

The Panel and Goal 3 Resource Group welcome your reactions to the Interim Report on Student Achievement.

Resource Group Interim Report Abstract

Introduction

Central to the thinking of the Goal 3 Resource Group is a general blueprint for a curriculum-based national assessment system. The Resource Group suggests that such a system would not only inform the Nation about whether this national goal is being achieved, but also improve teaching and learning, and therefore make achieving this goal more likely. The Resource Group also recommends that interim indicators on State policies promoting systemic educational reform be regularly collected and reported while the national assessment system is being developed.

First Annual Progress Report (September 1991)

The group recommends that the following data be considered for inclusion in the September 1991 Progress Report:

1. *Achievement Scores From the National Assessment of Educational Progress (NAEP).* The Resource Group recommends that data from NAEP be used to report trends over time in national student achievement. The report should include data on the performance levels of the lowest achievers, racial and ethnic minorities, male and female achievement, and the achievement of students attending public and private schools. Data on 1990 mathematics achievement by recently established proficiency standards should be published if they are available and considered technically sound. Finally, the report should publish 1990 State NAEP achievement data in mathematics for the 37 States that participated in the trial State assessment.

2. *Number of Advanced Placement Tests Given and Test Scores Earned.* The Resource Group views Advanced Placement examinations as good examples of the kinds of examinations teachers can teach to and students study for. The Resource Group recommends their reporting at both the national and State levels as one indicator of the extent students have been choosing and succeeding in challenging academic courses.

3. *High School Course Enrollments.* The Resource Group recommends that analyses of available national data on high school course-taking patterns in 1982 and 1987 be reported. Enrollments in advanced level science and mathematics courses and in eighth grade mathematics should be particularly highlighted and State-level course enrollment data paralleling the national indicators should be reported to the extent possible.

4. *International Student Achievement Comparisons.* The Resource Group considers it essential that the Progress Report include international comparison data in as many subject areas as possible.

5. *National Poll on Satisfaction of the Education System's Clients.* The Resource Group recommends that a new national poll be commissioned on satisfaction with educational achievement among system clients (such as employers, parents, postsecondary institutions, and former students).

6. *Individual State Reports.* The Resource Group suggests the possibility of including brief State reports on the monitoring of school achievement results related to some self-chosen reform effort.

The Goal 3 Resource Group considered the following measures inappropriate for the first Progress Report:

- SAT and ACT Tests (nonrepresentative of overall student populations and not directly tied to instruction);
- College Board Achievement Tests (not widely used);
- International Baccalaureate (not widely used);
- Military Screening Exams (nonrepresentative and not tied to instruction);
- Data on citizenship, community service, personal responsibility, and knowledge of diverse cultural heritage and the world community (no reliable indicators found);
- Norm-Referenced Achievement Tests (noncomparable across States and not tied to a common achievement standard).

Future Annual Progress Reports

The Goal 3 Resource Group recommends the development of a nationwide assessment system including program assessments designed to monitor the overall effectiveness of the education system and individual student assessments designed to motivate student and teacher effort to high levels of academic achievement. Both assessments should reflect the same national goal for educational achievement and should, therefore, be based on a carefully developed national educational standards framework.

An expanded NAEP can serve as the program monitoring component of this system. The group recommends that it be maintained in its current matrix sampling form. States and localities should be authorized to use NAEP results and the frequency of assessment in all major subject areas should be increased.

The Resource Group recommends that a national examination system be created to serve the new system's student assessment function. Under the envisioned model, States or clusters of States would develop curriculum frameworks and examinations that would be calibrated to national anchor examinations based directly on nationally defined standards. The Resource Group envisions the following three sequential tasks that need to be accomplished for the creation of this national examination system:

1. Creating a National Educational Standards Framework. This framework would reflect what the nation wants young people to know and be able to do as a result of their years in school. It might be established through creating a representative Standards Board that would work closely with the States in a consultative process that reaches out to all citizens and is informed by the work of national curriculum study groups, State curriculum frameworks and the curriculum frameworks of other countries.

2. Putting the Standards to Work: National Anchor Examinations. Based on the consensually developed standards framework, a set of national anchor examinations would be created in various disciplines and skill areas. The examinations would focus on high achievement levels, be directly tied to curriculum goals and frameworks, and be designed to be studied for and taught in America's schools.

3. Setting Grading Criteria. The final step is to set grading criteria. The Resource Group envisions actually administering the anchor examinations and conducting grading exercises. The product would be a reliable anchor examination that would serve as both a calibration standard for State examinations and a means of communicating the Nation's educational standards.

Other Issues:

1. Data Collection on Systemic Reform. The Resource Group believes that State and local education systems will have to substantially alter their structure and functioning if this national education goal is to be met. New strategies are needed to help motivate the Nation, States, communities, and schools to restructure their current policies and practices. Therefore, the Resource Group recommends that an interim reporting system be developed that would include monitoring of State progress in enacting policies related to system-wide educational improvement. A second part of this envisioned interim system would be an expanded NAEP, as described above. Examples of such policies are those demonstrating that all children can learn and rewarding schools and school staffs when their students succeed. A list of sample questions suggested by the Resource Group appears in the Appendix of this document. The Resource Group recommends that data be collected and reported annually in these areas and that the information be verified by independent and diverse citizens' groups.

2. Examining In Foreign Languages. The Resource Group considers it essential that children of limited English proficiency (LEP) be included in systems of nationwide assessment. They recommend that all children (including the limited English proficient) be examined for oral and written communications skills in English. In subjects other than English the group wants consideration to be given to testing LEP children in their language of instruction. The Resource Group also recommends that to encourage the foreign language competencies of native English speakers as well as to preserve the native language capacity of immigrant children, communication competencies of all children should be assessed in two languages, beginning in elementary school.

SCIENCE AND MATHEMATICS

Goal and Objectives

GOAL 4: **By the year 2000, U.S. students will be first in the world in science and mathematics achievement.**

Objectives:

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Significant Issues and Questions in Measuring Progress

Issue 1: Defining "First in the World in Science and Mathematics"

1. What does it mean for U.S. students to be first in the world in science and mathematics? Should the goal include students in elementary, secondary, and postsecondary schools?

2. What does it mean to improve science and mathematics education throughout the system? What aspects of science and mathematics education need to be improved?

Issue 2: Measuring Progress in Science and Mathematics Performance

1. Do standards currently exist that define what students should know and be able to do in science and mathematics? If so, do these standards represent "world class" standards?

2. What kinds of examinations are available to measure the science and mathematics achievement of U.S. students compared with students in other countries? Are these examinations adequate for measuring progress in achieving this goal? If not, how should they be improved?

3. In measuring progress, should all of our students be compared with those of other nations, or should a subset (such as those taking science and mathematics courses or the best science and mathematics achievers) be measured? At what ages or grade levels should students be compared?

4. Should the Progress Report include information on how the science and mathematics education system is being strengthened? If so, what types of information should be reported?

Issue 3: Characteristics of Science and Mathematics Teachers

1. What knowledge and skills do science and mathematics teachers need to have at both the elementary and secondary levels?

2. Should the Progress Report include measures of the substantive backgrounds of teachers of science and mathematics (such as the courses they take in college and through in-service training)? How important is it to measure teachers' knowledge of science and mathematics?

Resource Group Membership

In early 1991, a Resource Group on Science and mathematics was convened by the Panel to recommend indicators and strategies for measuring progress toward achieving this goal. Members of the group are as follows:

Alvin Trivelpiece	Oak Ridge National Laboratory, Oak Ridge, Tennessee (convener)
Iris Carl	Houston Independent School District, Houston, Texas
Linda Darling-Hammond	Columbia University, New York, New York
Edward Haertel	Stanford University, Palo Alto, California
Ken Lay	IBM, Armonk, New York
Steve Leinwand	Connecticut State Department of Education, Hartford, Connecticut
Michael Nettles	University of Tennessee, Knoxville, Tennessee
Senta Raizen	National Center for Improving Science Education, Washington, D.C.
Ramsay Selden	Council of Chief State School Officers, Washington, D.C.

The Panel and the Goal 4 Resource Group welcome your reactions to the Interim Report on Science and Mathematics.

Resource Group Interim Report Abstract

Introduction

The Goal 4 Resource Group stresses the need to report data about student achievement in science and mathematics; the strength of science and mathematics education; the background of teachers in science and mathematics; and enrollment in the science and mathematics "pipeline."

First Annual Progress Report (September 1991)

The Resource Group recommends consideration of indicators from the following data sources for inclusion in the September 1991 Progress Report.

In the area of student achievement the group recommends consideration of the following specific data:

1. *Scores and Rankings From the Second International Science and Mathematics Studies.* These surveys, conducted by the International Assessment of Educational Achievement, can provide baseline comparative data on science and mathematics achievement in the United States and over twenty other countries. The last international mathematics assessment was conducted in 1982; the last science study in 1986.

2. *Scores and Rankings From the International Assessment of Educational Progress (1988).* This survey was conducted by Educational Testing Service for the National Center for Education Statistics (NCES) and compares the academic achievement of students in science and mathematics in six countries. It can provide the most recent baseline comparative data for a limited number of countries in science and mathematics.

3. *Scores From the National Assessment of Educational Progress (NAEP).* The Resource Group feels that NAEP (funded by the NCES) provides valuable information about the academic achievement of U.S. students in science and mathematics. The most recent NAEP findings on science and mathematics achievement should be reported in 1991 including the State-by-State mathematics scores from the 1990 trial State assessment.

4. *Survey items from NAEP.* The 1990 NAEP mathematics assessment contains items on attitudes about learning mathematics. These will be available both nationally and for States participating in the trial assessment for the 1991 Progress Report. The 1986 NAEP science assessment also contains questions on student attitudes about science.

5. *The 1985-86 Survey of Science and Mathematics Education.* This NSF survey included items on teacher and principal attitudes toward science and mathematics and could be included in the 1991 Progress Report.

In the area of effective science and mathematics instruction the group recommends consideration of the following specific data:

1. Information on instructional practices and math/science teacher characteristics. The group recommends that the panel carefully select information from several available data sources including NAEP, IEA, NCES' Schools and Staffing Survey (SASS) and the National Educational Longitudinal Survey (NELS: 88) for baseline data on current instructional and teacher characteristics in the science and mathematics fields. Some of these sources (e.g., SASS) can provide State as well as nationally representative data.

In the area of enrollment and the science and mathematics "pipeline" the group recommends consideration of the following specific data:

1. Numbers of Graduates From the Integrated Postsecondary Education Data System (IPEDS). NCES' IPEDS collection can provide baseline 1991 data on the number of baccalaureate, master's, and doctoral degree recipients by major field, ethnicity, and sex in U.S. colleges and universities. The data can be reported for individual States as well as the Nation as a whole.

2. Numbers of Graduate Student Enrollees From the Survey of Graduate Students and Post Doctorates (SGSPD). The National Science Foundation's (NSF) SGSPD can be used to report and monitor national and State trends in graduate student enrollment in U.S. colleges and universities in science and mathematics disciplines by sex, race and ethnicity, and citizenship.

Future Annual Progress Reports

The Resource Group suggests that data from the International Assessment of Educational Progress (IAEP) and the IEA be monitored throughout the decade to provide international achievement comparisons in science and mathematics. IAEP is planning an international assessment in science and mathematics for 1991. The data from this survey should be available for reporting in the 1992 Progress Report. IEA is planning an international assessment in science and mathematics for 1994, and data should be available for the 1995 Progress Report. IEA is also planning another international assessment in science and mathematics for 1998, with data to be reported in 1999. It is possible for States to supplement the samples of the IEA surveys to permit direct comparisons of State performance with other nations. The group recommends the continued use of NAEP to report national and State progress toward the goal.

The Resource Group also recommends the following long-term enhancements to current data systems so that they may better inform the nation on progress toward achieving this goal:

1. *Collect Information on Awareness, Adoption, and use of Standards for Curriculum and Professional Teaching Standards.* The Resource Group specifically recommends monitoring progress towards implementation of the Curriculum and Evaluation Standards for School Mathematics and the perspective reflected in Science for All Americans. Appropriate questions should be built into existing surveys, such as SASS, IEA, and NAEP teacher and school questionnaires.

2. *Develop a Method to Trace Investments at all Levels in Science and Mathematics Education.* In particular, the group recommends that State and district budget documents should allow one to determine investments in science and mathematics education. Such information should be reported by racial and ethnic group.

3. *Collect Information About State Policies Regarding Curriculum, Instruction and Assessment in Science and Mathematics.* The Resource Group believes it is important to monitor State policies in areas considered essential for achieving this goal. They recommend new surveys to provide such information. These surveys should be linked to detailed studies of teaching and learning in the classroom to determine the impact of reform strategies.

4. *New Research and Development Initiatives.* The Resource Group recommends the creation of new performance assessment tasks and strategies consistent with the national science and mathematics standards. They also urge increased support for efforts designed to incorporate computer and telecommunication technology in science and mathematics education.

ADULT LITERACY AND LIFELONG LEARNING

Goal and Objectives

GOAL 5: **By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of high-quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Significant Issues and Questions in Measuring Progress

Issue 1: Defining and Measuring Literacy

1. What should it mean to be a "literate" adult? What levels of knowledge and skill should an individual possess?

2. How should the goal "every adult American will be literate" be measured? For example, should the Nation employ a single common literacy standard or multiple standards?

3. Should the Nation develop standards and assessments reflecting the knowledge and skills considered necessary in the workplace? If so, how might these standards and assessments be used?

Issue 2: International Comparisons of the Knowledge and Skills of the American Workforce

1. Should international assessments comparing the knowledge and skills of the American workforce with those of other nations be conducted?

Issue 3: Measuring Success in Postsecondary Education

1. Should assessments measuring whether postsecondary students demonstrate advanced thinking, problem-solving, and communication abilities be developed? If so, at what point in a student's career should this be assessed, and who should conduct the assessment?

2. Should record systems be created to monitor student progress through the postsecondary education system?

Issue 4: Measuring the Prevalence and Success of Literacy and Lifelong Learning Programs

1. Should information on the adequacy and effectiveness of programs to promote literacy and lifelong learning be collected and reported? If so, how should the roles of government, educational institutions, and business and industry be evaluated?

Resource Group Membership

In early 1991, a Resource Group on Adult Literacy and Lifelong Learning was convened to recommend indicators and strategies for measuring progress toward achieving this goal. Members of the group are as follows:

Mark Musick	Southern Regional Education Board, Atlanta, Georgia (convener)
Paul Barton	Educational Testing Service, Princeton, New Jersey
Forest Chisman	Southport Institute for Policy Analysis, Washington, D.C.
Peter Ewell	National Center for Higher Education Management Systems, Boulder, Colorado
Patsy J. Fulton	Oakland Community College, Bloomfield Hills, Michigan
James R. Morris, Jr.	South Carolina State Board for Technical & Comprehensive Education, Columbia, South Carolina
William Spring	Federal Reserve Bank of Boston, Boston, Massachusetts
Tom Sticht	Applied, Behavioral, and Cognitive Sciences, Inc., El Cajon, California
Marc Tucker	National Center on Education and the Economy, Rochester, New York

The Panel and Goal 5 Resource Group welcome your reactions to the Interim Report on Adult Literacy and Lifelong Learning.

Resource Group Interim Report Abstract

Introduction

Members of the Goal 5 Resource Group view literacy as encompassing a broad array of knowledge and skills ranging from the most basic competencies, to those necessary for the nation to be economically competitive, to expectations for our college graduates. The Resource Group recommends reporting on a wide range of indicators so that a full picture of adult literacy and lifelong learning can emerge.

First Annual Progress Report (September 1991)

The group recommends that indicators from the following data sources be considered for inclusion in the September 1991 Progress Report:

1. *Results from the 1985 (NAEP) Young Adult Literacy Survey (National data only).* This survey, from the National Center for Education Statistics (NCES), contains the most recent comprehensive national information on adult literacy. It would provide a baseline literacy measure for comparison with subsequent national surveys.

2. *Department of Labor Assessment of Special Populations' Literacy Skills (National data only).* This is a nationally representative survey of participants in Job Training Partnership programs, employment service applicants, and unemployment insurance applicants.

3. *Armed Service Vocational Aptitude Battery (National data only).* This survey assesses the vocational aptitudes of some 700,000 annual new entrants into the armed services. The Resource Group recommends against using State data from this source because of variability in the State populations taking these tests from one year to the next.

4. *Department of labor Workforce Participation Survey (National and limited State data).* Data from this nationally representative survey would address the question of how workers receive their skills preparation.

5. *National Household Education Survey (National data only).* The Resource Group recommends that data from this survey be used to provide a baseline national measure of participation in adult learning programs.

6. *Integrated Postsecondary Education Data System (National and State data).* The Resource Group recommends that data from this annual NCES survey be used to provide information on enrollments in vocational and technical training programs and to calculate proxy graduation rates for the Nation and each State.

7. Associate and Bachelor's Degree Recipients From NCES Longitudinal Surveys (National and limited State data). The Resource Group recommends that historical data on graduation rates from the high school graduation classes of 1972 and 1980 should be published as baseline information in the September 1991 Progress Report for future comparison with data from the class of 1992.

8. New State Surveys. Because State information will be so limited in 1991, the Resource Group recommends that new State surveys be administered immediately on a variety of topics including the number of high school graduates by race and ethnic group (to measure indirectly the proportion of racial and ethnic minorities entering college), estimates of persons needing literacy training, and the extent to which it has systems to measure the critical thinking, communications, and problem-solving skills of college graduates.

Future Annual Progress Reports

The Resource Group makes the following suggestions for indicators to be used in future Progress Reports as well as for the development of new data systems to monitor the attainment of this goal:

1. The National Adult Literacy Survey (NALS). This survey, sponsored by the U.S. Department of Education's National Center for Education Statistics will be administered to a nationally representative sample of households in 1992 to estimate literacy proficiency. State participation in the assessment is optional. The group recommends reporting of national and State NALS scores in the 1993 Progress Report. In addition they recommend several NALS reforms including the following:

- Reducing through Federal subsidies the costs of State NALS participation and/or assisting States so that they may equate their own literacy assessments to NALS scores;
- Strengthening the quality of the NALS in areas such as determining literacy skills of persons with limited English proficiency;
- Conducting future NALS assessments in 1995 and 1998 (instead of only in 1996);
- Developing target NALS scores representing desired skill and knowledge levels for American adults;
- Entering into cooperative agreements with other Nations for using an enhanced NALS survey to obtain international workforce comparisons.

2. *The Secretary's Commission on Achieving Necessary Skills (SCANS).* The Resource Group recommends that as information on worker competency skills becomes available from SCANS, the data should be reviewed by the Education Goals Panel for potential use in future Progress Reports.

3. *National Surveys and Public Opinion Polls.* The Resource Group recommends that a broad cross-section of businesses be surveyed on their involvement in school-to-work transition and workforce training programs. They also recommend that surveys of adult education programs be conducted periodically and that public opinion polls be commissioned on the public's perceptions of the availability of education and training programs.

4. *Monitoring Student Enrollments and Progress in Postsecondary Institutions.* The Resource Group recommends that all States be encouraged to adopt student unit record systems to track student enrollment, retention and degree completion in their public postsecondary institutions. They also suggest that graduation and completion rate information from the Student Right To Know Act could potentially be used to monitor these conditions starting in the middle 1990's.

5. *Assessing the Knowledge and Skills of Graduating Seniors.* The Resource Group notes that if the National Education Goals Panel wishes to assess directly the ability of college graduates to think critically, communicate effectively and solve problems, a new kind of assessment will have to be created. (The Resource Group considers both the NALS and the Graduate Record Examinations to be inappropriate for this purpose). Suggesting that developing such an assessment (which could be modelled on the National Assessment of Education Progress) would be both complex and controversial, the Resource Group estimates investment costs of several scores of million of dollars and 5 years or more of development work for the system to become operational.

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

Goal and Objectives

GOAL 6: **By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K–12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Significant Issues and Questions in Measuring Progress

Issue 1: Defining Safe and Drug-Free Schools

1. Should the goal of "drug-free schools" focus on students and/or school buildings and grounds? For example, does the goal only imply the absence of drug use/possession/trafficking in and around school, or its absence among all school-age children, irrespective of where or when it occurs?

2. Should the definition of "school safety" include freedom from any and all criminal acts as well as from violence? Should it include only the school building itself, or also the environment around the school and/or the path traveled to attend school?

Issue 2: Measuring Safe and Drug-Free Schools

1. In assessing progress toward this goal, what specific substances should be defined as drugs? For example, to what extent should alcohol consumption, cigarette smoking, and steroid use be measured in the schools and/or among school-age children?

2. How important is it to measure student attitudes about drug use as opposed to (or as well as) their actual behaviors? Should faculty attitudes and/or behaviors be measured as well?

3. Is it important to assess how safe students feel within the schools? Is it important to count the number of violent and/or criminal incidents occurring within schools? Should the perceptions and experiences of staff be assessed?

Issue 3: Defining and Measuring Disciplined School Environments Conducive to Learning

1. What constitutes a disciplined environment conducive to learning? Is it more than the absence of disruptive behavior in the classroom?

2. How should we measure whether school environments are disciplined and conducive to learning? To what extent should the perceptions of principals, teachers, students, and parents be considered?

Resource Group Membership

In early 1991, a Resource Group on Safe, Disciplined and Drug-Free Schools was convened by the Panel to recommend indicators and strategies for measuring progress toward achieving this goal. Members of the group are as follows:

John W. Porter	Detroit Public Schools, Detroit, Michigan (convener)
C. Leonard Anderson	Portland Public Schools, Portland, Oregon
Constance E. Clayton	Philadelphia Public Schools, Philadelphia, Pennsylvania
Delbert G. Elliott	University of Colorado, Boulder, Colorado
Joseph A. Fernandez	New York City Public Schools, New York, New York
Michael Guerra	National Catholic Educational Association, Washington, D.C.
J. David Hawkins	University of Washington, Seattle, Washington
Lloyd D. Johnston	University of Michigan, Ann Arbor, Michigan

The Panel and Resource Group welcome your reactions to the Interim Report of the Resource Group on Safe, Disciplined, and Drug-Free Schools.

Resource Group Interim Report Abstract

Introduction

The Resource Group for Goal 6 considers being free of drugs, being free of violence and crime, and attaining an orderly environment conducive to learning to be three separable elements of Goal 6, essential for successfully attaining the other goals, and all reflecting long-standing priorities of the general public.

First Annual Progress Report (September 1991)

The Resource Group recommends that information on the following indicators be considered for inclusion in the September 1991 Progress Report:

A. National Data

1. Student Use of Drugs. The Resource Group recommends that data be reported on drug use by students in grade 12 from the Monitoring the Future (MtF) survey; trend data from this nationally representative survey are available for 16 years. (National data for eighth and tenth grade will be available annually, beginning in 1991). The group recommends that student drug use should be defined broadly to include psychotherapeutic drugs (not medically prescribed), inhalants, steroids, alcohol, and cigarettes.

2. Peer Norms Regarding Drug Use. The MtF survey provides long-term annual trend data on the perceived attitudes of friends regarding drug use.

3. Drug Use in School. Trend data on this measure are also available from the MtF survey. The Resource Group recommends that these data eventually be replaced with items on being in school under the influence of drugs or alcohol.

4. Victimization in School. The Resource Group recommends that the MtF be used to report on the incidence of student theft, vandalism, assault, and threats. They also recommend that data from the 1991 National Center for Education Statistics' (NCES') Fast Response Survey System (FRSS) be used to measure teacher reports of victimization in school.

5. Feeling Safe in School. The Resource Group recommends that data on student perceptions of safety in school be reported from the School Crime Supplement (SCS) to the 1989 National Crime Survey. The survey includes items on fear of attack, frequency of staying home, and avoidance of areas of school out of fear. For teachers, data from the 1991 FRSS is again recommended.

6. Weapons at School. The SCS contains items on the frequency of students bringing various weapons to school.

7. Student and Teacher Perceptions of Noise and Disruption Interfering With Learning. Current data sources are limited on this recommended indicator. FRSS contains some relevant questions to teachers on this topic (the extent to which student misbehavior interfered with teaching) while limited student information is available from NCES' National Education Longitudinal Survey of 8th and 10th grade students. These surveys might be used to assess the situation in 1991, although revised measures are recommended in the longer time.

Other available indicators that were considered but not deemed as critical as those recommended include student willingness to use drugs, and the perceived availability of drugs. Reliance on administrative reports of school safety, victimization and weapons was not recommended; and priority was given to ongoing series rather than one-time or infrequently conducted surveys. There was significant disagreement among members of the Resource Group on whether tardiness for school and class and student attendance are useful and valid indicators of schools having an orderly school environment, conducive to learning. Some measures of these variables do exist in MtF and FRSS should the panel wish to include them.

B. State Data

None of the national data sources identified above produce State-representative data. Only one current survey--the Center for Disease Control's 1990 Youth Risk Behavior Surveillance System (YRBSS)--provides data on some of these recommended indicators. It contains data from 30 States (half with properly weighted State-representative samples) and includes several items on student drug use.

Future Annual Progress Reports

The Resource Group recommends the continued use of the recurring MtF and YRBSS surveys to monitor progress on many of the indicators used in the 1991 Progress Report. In addition, the Resource Group recommends developing new indicators of the following items:

1. Being Under the Influence of Drugs at School. Specifically, the Resource Group recommends adding items on the frequency of being at school under the influence of drugs or alcohol and on tobacco use at school to current instruments such as MtF (for national data) and the YRBSS (for State data).

2. Sale or Distribution of Drugs at School. Items on student awareness of the sale and distribution of drugs at school could also be added to MtF and the YRBSS.

3. Crime, Victimization and School Safety. The Resource group recommends that MtF continue to measure victimization in school and that YRBSS add the same items to their State-level instrument. Both surveys can also add questions on carrying weapons to school and feeling safe at school. Followups to the FRSS questions on teacher reports of victimization can be incorporated into NCES' recurring Schools and

Staffing Survey (SASS). This survey can provide both State and national data and is administered every other year.

Other Issues:

1. Measuring the Objectives. The Resource Group expresses some misgivings about the need to measure the three instrumental objectives under Goal 6. They note, for example, that defining "firm" and "fair" policies would be subjective and that a mere inventory of the policy's existence or absence is but loosely related to achieving the overall goal. They note, however, that data from the FRSS on each of the objectives are available for publication in the first Progress Report, should the panel deem it appropriate.

2. Creating Cross-Cutting "Super Objectives." The Resource Group points out that some additional measurable objectives related to the attainment of Goal 6, might also be relevant to attaining the other goals as well, and might be considered for publication in the Progress Reports. Examples included feeling successful in school, being committed to learning, having low truancy and tardiness rates, and measuring parental and community involvement.

3. Developing a Detailed Technical Report. The Resource Group recommends that a more detailed technical report accompany the necessarily oversimplified Progress Report. Such a report could contain data on risk factors and precursors that reflect conditions that must be changed for Goal 6 to be achieved as well as item level trends when indexes are used in the Progress Report.

4. Encouraging the Development of Good Local Data. The Resource Group would like States to consider developing their own reports related to Goal 6 and to work with local communities to produce sound local data on the types of indicators recommended for publication in the national goals Progress Reports.

PUBLIC TESTIMONY

Instructions: How to Submit Testimony for Panel Consideration

The National Education Goals Panel (NEGP) would like to receive testimony from all individuals and organizations wishing to comment on the selection of indicators, data sources, and measurement strategies relating to the national education goals for the September 1991 and future annual NEGP Progress Reports.

To submit testimony for the Panel's consideration please fill out the form on the opposite side of this page. You may photocopy the form and use both sides of the page, submitting a separate double-sided page for each goal upon which you want to comment. You may also submit one double-sided page to make general comments.

You may attach additional written material, but only information submitted on the NEGP Public Testimony Form by May 12 will be summarized and reported to the Panel. This summary and highlights of individual testimony will be given to the full Panel before they make decisions regarding the selection of indicators and data for the first Progress Report. Testimony submitted after May 12 cannot be considered regarding the September 1991 report.

Please identify the individual and, if applicable, the exact organization or affiliate submitting testimony, the address, phone number and Fax number. Identify whether each sheet comments upon a specific goal or the goals in general in the space provided. Also indicate whether the testimony was submitted at a regional hearing or is accompanied by a written paper.

NATIONAL EDUCATION GOALS PANEL
Written Public Testimony Form

To have your comments considered by the National Education Goals Panel, please complete this form. You may photocopy it and write front and back, submitting one two-sided page for each goal on which you have comment and one additional two-sided page for general comments. Submit this form by May 12 to:

National Education Goals Panel
Written Public Testimony
1850 M Street, NW, Suite 270
Washington, D.C. 20036

FROM:
Name: _____
Organization (if any):_____
Address: _____
_____
Phone/Fax: _____FAX_____

SUBJECT:
Goal 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ All __ Other _____
Back-up Paper submitted ___ Title _____
Topic: _____
Regional Forum (place, date, if appropriate) _____

APPENDIX

Sample Questions on State Systemic Reform Policies
(From the Report of the Resource Group on Student Achievement and Citizenship)

- Has the State taken actions that demonstrate the conviction that all children can learn? Such actions could include antitracking initiatives, increased proportions of disabled students being successfully educated in regular classrooms, and data demonstrating that the achievement gaps between ethnic and gender groups are narrowing.

- Has the State adopted student achievement goals and targets that reflect high expectations in the disciplines and qualities, such as problem solving, critical thinking and integration of knowledge that cuts across the disciplines? If not, has the State initiated a participatory process within the State that will lead to the establishment of such goals and targets and their acceptance by parents, educators, and citizens?

- Has the State developed curriculum frameworks that embody the outcome achievement targets in at least the curriculum areas of national Goals 3 and 4?

- Has the State identified and/or embarked on developing assessment strategies that are as rich as the outcomes they wish all their children to achieve? Do the assessment strategies reflect the achievement goals and targets established in the curriculum frameworks?

- Has the State developed a system of accountability that provides powerful rewards to schools and school staffs when students succeed in meeting target outcomes or are moving satisfactorily toward meeting them? Does the accountability system provide aggressive assistance of a variety of kinds to unsuccessful schools and school staffs and significant corrective action in the face of persistent failure?

- Has the State established a strategy for teacher professional development that ensures that all teachers are well prepared to teach effectively the content necessary for students to succeed on the achievement examinations? Have the State and local systems developed a strategy to ensure that all continuing teachers are prepared to teach the material in the achievement content frameworks?

- Has the State created a structure within which teachers and other local school professionals are given the freedom and responsibility to best figure out how to achieve the goals and targets established at the State level? Has the State strategy created a context in which decisionmaking power is moved down the bureaucratic pipeline in a manner that aligns accountability and control of instructionally related decisions?

- Is the State systemic strategy in all of its components designed to place a premium on the achievement of minority, poor, limited-English-proficient, disabled students and any others with whom schools fail in disproportionate numbers?

- Does the State provide a quality, developmentally appropriate prekindergarten program for at least its low-income 4-year-olds?

- Has the State developed a coordinated system through which the health and social service barriers to student achievement are being reduced?

- What evidence is there that the State sees the elements of its change strategy as integrated or systemic? Are the parts of the system aligned with one another? For example, is teacher training directed at the curriculum framework? Is the reward, technical assistance, and penalty system related to the outcomes? Will the assessment system measure the outcomes?

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